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ABSTRACT

A survey of 161 students who graduated from Mississippi County Community College (MCCC) during the years 1977-79 with an associate of applied science degree was conducted to determine the occupational success of the graduates, their perceptions of the strengths and weaknesses of MCCC, and suggestions for improvement. The survey instrument solicited information concerning; (1) the relationship of the graduate's job to his/her course of study; (2) reasons for not locating a job related to MCCC studies; and (3) the quality of MCCC with regard to practical and theoretical instruction, career orientation, placement services, required and elective courses, and academic advising. In addition, suggestions for improvement were sought through two open-ended questions. Selected findings, based on a 67.3% response rate, reveal that 69.4% of the respondents had jobs related to their studies; the blending of theory and practice at MCCC was favorably rated by most graduates; and general education courses received slightly lower ratings than required vocational courses. The survey report summarizes findings and compares selected data with a similar study conducted in 1979. Appendices include the survey instrument, responses to open-ended questions, and tables that compare findings among graduates in eight majors: agriculture, criminal justice, human services, industrial technology, mid-management, nursing, secretarial science, and solar technology. (KL)

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REPORT OF A FOLLOW-UP STUDY
OF
ASSOCIATE OF APPLIED SCIENCE DEGREE GRADUATES
AT
MISSISSIPPI COUNTY COMMUNITY COLLEGE
1977 - 1981

BEST COPY AVAILABLE

by

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November, 1981

JC 810658

REPORT OF A FOLLOW-UP STUDY OF
A.A.S. DEGREE GRADUATES
AT
MISSISSIPPI COUNTY COMMUNITY COLLEGE - 1977 through 1981

Introduction

The success of any occupational program lies to a large extent in the ability of its graduates to locate jobs related to their degree objective or to enter into advanced training in their chosen fields of endeavor. This is a report of a study of graduates of occupational programs at Mississippi County Community College for the years 1977-81, conducted to assess the post-graduation success of its graduates.

The college was founded in 1975 and graduated its first students in occupational programs in 1977. The college offers an Associate of Applied Science Degree in Agriculture, Child Care, Criminal Justice, Human Services, Mid-Management, Secretarial Sciences, Nursing, Solar Technology, and Industrial/Manufacturing Technology. Programs in Agriculture, Mid-Management and Secretarial Science were begun the first year of the college's existence. The Criminal Justice Program began during the second year and programs in Nursing, Child Care, Human Services and Industrial/Manufacturing Technology were first offered during the third year. Solar Technology was initiated in the college's fourth year of operation.

Purpose

This study primarily was designed to collect data regarding the post-graduation success of A.A.S. Degree students. In addition, the perceptions of the graduates' programs were measured to determine the perceived strengths and weaknesses of the respective programs. Finally, suggestions for improvement of the A.A.S. Degree programs and MCCC services were solicited from program graduates.

Method

A two-page questionnaire identical to the one used in the 1979 A.A.S. program

follow-up study was mailed to 117 A.A.S. graduates (years 1975-80) on May 15, 1981. A letter of explanation and a postage-paid, return-addressed envelope were included in the mailing. Also, the same questionnaire was distributed to forty-four 1981 graduates during graduation rehearsal on May 16, 1981. Therefore, a total of 161 A.A.S. graduates were initially contacted for their participation in the study. (See Appendix "A" for copies of these instruments.)

On June 1, 1981, a personalized follow-up letter, questionnaire and postage-paid, return-addressed envelope was mailed to all non-respondents which yielded a considerable increase in response rate. A total of 17 questionnaires were returned as undeliverable yielding a casualty rate of 14.5%. Therefore, of the 144 questionnaires delivered to graduates, 97 responses were received yielding an overall response rate of 67.3%; a respectable rate which should yield valid results. (Note: difference in number of respondents between the above figure and the total in Table 1 is due to persons with double majors).

Results

Table 1 presents a profile of the graduates who responded to the survey according to the year of graduation and major area of study. By year of graduation, the response rates were as follows: 1977, 1 of 2 (50%); 1978, 9 of 22 (41%); 1979, 16 of 39 (41%); 1980, 29 of 59 (49%); and 1981, 40 of 45 (89%). Overall, 95 different graduates responded to the survey.

Table 2 presents the data regarding the success of program graduates toward locating employment in areas which they perceived as being related to their degree. Overall, 66 of the 95 respondents (69.4%) indicated that they were currently employed in jobs related to their degree area. This compares favorably with the 1979 follow-up study in which 71.7% of the respondents were employed in degree-related jobs.

The following is a brief summary of percentage of graduates securing employment in their respective degree programs: Agriculture, 2 of 2 (100%); Criminal Justice,

Table 1

GRADUATES OF MCCC BY YEAR OF GRADUATION AND MAJOR *

	1977	1978	1979	1980	1981	TOTAL
Agriculture	0	0	1 (1)	1	1(1)	3 (2)
Child Care	**	**	0	0	0	0 (0)
Criminal Justice	1 (0)	4 (1)	5 (3)	8 (3)	5 (5)	23 (12)
Human Services	**	**	1 (0)	1 (1)	3 (3)	5 (4)
Mid-Management	0	4 (1)	6 (1)	10 (7)	3 (1)	23 (10)
Nursing	**	13 (7)	21 (8)	28 (21)	22 (21)	84 (48)
Industrial/Manufacturing Technology	**	0 (-)	0 (-)	1 (1)	2 (1)	3 (2)
Secretarial Science	1 (1)	1 (0)	5 (3)	4 (2)	7 (6)	18 (12)
Solar Technology	**	**	**	6 (3)	2 (2)	8 (5)
	2 (1)	22 (9)	39 (16)	59 (29)	45 (40)	167 (95)***

* Numbers in parentheses indicate number of persons responding.

** No graduates available due to newness of program.

*** Differences in graduates total and questionnaires sent are due to persons with double majors.

Table 2

GRADUATES EMPLOYED IN JOBS RELATED TO DEGREE

	Job Related to Degree	Job Not Related Degree
Agriculture	2	0
Criminal Justice	8	4
Human Services	3	1
Industrial/Manufacturing Technology	0	2
Mid-Management	3	7
Nursing	39	10
Secretarial Science	7	4
Solar Technology	4	1
TOTAL	66 (69.4%)	29 (30.6%)

8 of 12 (66%); Human Services, 3 of 4 (75%); Industrial/Manufacturing Technology, 0 of 2 (0%); Mid-Management, 3 of 10 (30%); Nusring, 39 of 49 (79%); Secretarial Science, 7 of 11 (63%); and Solar Technology, 4 of 5 (80%). (For a further breakdown and analysis of this data, Table 1B in Appendix B offers a comparison of this information according to year of graduation and major.)

The figures in the 1981 follow-up study are very consistent with those found in the 1979 study regarding graduates' employment success. Table 2B in Appendix B presents this comparison.

Of the 29 respondents who indicated that they had not found employment related to their degree, 33 different reasons were given. (Note: Some respondents indicated multiple reasons, therefore the discrepancy in numbers.) Table 3 presents the reasons respondents gave for not finding employment related to their major field of study. Briefly, eleven respondents (33%) could not find jobs related to their training, 9 respondents (27%) continued their education in some manner and 4 graduates (12%) found that the jobs did not pay well enough to meet their needs.

Graduate Perceptions of Program Components

Graduates were asked to rate several components of their degree plans on a Likert scale (5 to 1). Table 4 summarizes the perceptions of all the respondents according to the question asked. Tables 3B through 10B in Appendix B summarizes the graduates' perceptions according to the graduates' majors.

Generally, graduates perceived the training in specific occupational skills to be of high quality as only five graduates noted this area below average. The development of theory was seen by the graduates as very adequate and no graduate rated this area below average. Blending theory and practice together was reviewed favorably by 90% of the graduates.

Table 3

REASONS GIVEN BY GRADUATES FOR NOT LOCATING JOBS RELATED TO THEIR MAJOR

	Number	Percentage
No jobs available	11	33%
Pursuing other interests	2	6%
Continued education	9	27%
Family responsibility	2	6%
Not graduated	2	6%
Moving	1	3%
Low pay	4	12%
U.S.A.F.	1	3%
Continued in same job	1	3%
	33*	100%

* Some respondents listed multiple reasons for not locating jobs.

Table 4

PERCEPTIONS OF M.C.C.C. GRADUATES RELATED TO PROGRAM COMPONENTS

	Good	4	Average	2	Poor
Occupational Skills	32	25	27	2	3
Theory	25	35	23	0	0
Theory & Practice Blended	22	36	37	2	4
Career Orientation	16	25	32	6	6
Placement Services	5	7	23	23	28
	Relevant	4	Average	2	Not Relevant
Major Courses	41	29	23	0	0
General Education Courses	17	24	35	2	3
	Too Advanced	4	Appropriate	2	Too Elementary
Level of Instruction	2	12	54	5	4
	Helpful	4	Average	2	Inadequate
Academic Advising	15	26	26	0	5
					Not Used 28

Career orientation was generally viewed as above average by program graduates as 73 of the 84 persons who responded to the question felt orientation to the employment opportunities in this field was average or above.

Placement services at the college was perceived by graduates as being very weak. Thirty-five of 86 persons responding to the question found these services above average (40%). This compares with the 1979 study figure of 40% who felt the placement services were adequate.

Courses in the graduates' major were seen by respondents as being relevant. Forty-four percent of those surveyed felt that major courses were relevant and 100% of the graduates rated this component average or above. General education or support courses were positively rated also but to a lesser degree than were major courses. Ninety-four percent of those responding judged these general education courses to be somewhat relevant to their occupational endeavors, an increase of seven percent over the 1979 study.

The general level of instruction at MCCC was judged to be appropriate by seventy percent of the respondents while only two percent found it to be "too advanced" and only five percent found it to be "too elementary."

Academic counseling, carried out by the counseling office and program coordinators was generally seen as helpful and above average by respondents who used these services. Of those graduates who used these services, only 7% found these services to be inadequate. This compares with twenty-three percent in the 1979 study, showing a decrease of 16 percent.

Suggestions For Improvement

Graduates were asked to offer suggestions which they felt would improve the quality of the programs from which they graduated. Appendix C contains unedited transcription of these comments and suggestions according to the graduates' major.

Several themes appeared with regularity to warrant separate comment here. As in the 1979 study, the graduates' largest area of comment centered on the perceived

need for more practical experience related to the degree plan. This took several forms and ranged from the request for more out-of-class experience (cooperative education) and field work or clinical practice, to a lessening of theoretical viewpoints. Still others felt that field trips, class demonstrations (lab work) and guest speakers could be utilized to provide better "hands on" or "real life" understanding of the respective occupational fields.

A second area of concern was similar to the 1979 study and focused on career placement services ranging from a desire to be placed in a job after graduation to job placement during school.

Appendix C also contains complete and unedited comments made by respondents about MCCC in general.

Conclusion

It is evident from the results of this study and the 1979 study that the success of Associate of Applied Science degree graduates at Mississippi County Community College is very high. Nearly seventy percent (66 of 95) respondents surveyed have located employment related to their major area of study. If we take a close look at the graduates, only eleven of the 95 found the job market in their area to be void of opportunity and 15 graduates continued their education or pursued other interests including family responsibilities. Thus a more realistic picture of the success rate of MCCC graduates (if we calculate only those who actively sought employment - 77 total) would indicate that 66 of 77 or 85.7% of the respondents were able to find employment related to their degree area. This compares to the 87.5% figure found in the 1979 study.

Graduates viewed with favor all program components although many graduates suggested even more time be devoted to practice, or "OJT"-related activities. As in the 1979 study, placement services were seen as an area where the college could improve its services for occupational programs. A significant difference in this

and the 1979 study was related to academic counseling. Respondents in this study found this service significantly more helpful than those in the 1979 study.

Related to instruction, program graduates judged both major and support courses to be highly relevant. They judged to a lesser degree the impact of general education courses on their training and one gets the impression that these respondents would prefer more practical experience courses in their major offered in place of general education courses. This is a fairly typical response found among two-year program graduates. MCCC A.A.S. degree graduates apparently feel the need to absorb as much technical-occupational related material as possible and relate it to the world of work. They would like to spend less time acquiring general knowledge. In any event, the quality of courses offered is seen as relevant and the levels of instruction are seen as highly appropriate.

Recommendations:

1. Continued study into the perceptions of A.A.S. degree graduates should be conducted each year, if possible.

2. The college should consider the implementation of a placement program designed to coordinate post-graduation employment. Respondents feel a coordinated, college-wide effort would be most helpful and appropriate.

APPENDIX A

SURVEY INSTRUMENTS

MISSISSIPPI COUNTY COMMUNITY COLLEGE
BLYTHEVILLE, ARKANSAS 72315
Phone (501) 762-1020

May 18, 1981

Dear graduate:

In order to assess and improve the various Applies Sciences programs at MCCC, we are conducting a survey among all the program graduates and those intending to graduate in May. The purpose of this research is to find out your opinions regarding the effectiveness of the program in preparing people to enter various fields of work.

Regardless of whether or not you have worked in your degree area since graduation, your answers are of the greatest importance to the success of the study and the program. Of course, all answers will be kept confidential and will be used only in combination with others to form a composite picture.

We know that your time is valuable to you. For that reason, we have designed the questionnaire so as to allow you to answer it in a few short minutes. Once completed, please return the form to me in the enclosed postage-paid envelope.

I cannot adequately relate to you the importance of your immediate response. Will you help us and the program by returning the completed questionnaire to us today? My personal thanks to you for your time and assistance.

Sincerely yours,

G. Edward Hughes

G. Edward Hughes, Chairman
Social and Applied Sciences

GEH:sb
enclosures

P.S. Your help with the 1979 survey was appreciated. Please help us again regardless of whether or not you participated in the 1979 survey. Thanks!

ASSOCIATE OF APPLIED SCIENCES
ASSOCIATE OF APPLIED SCIENCE DEGREE
GRADUATE QUESTIONNAIRE
Mississippi County Community College

1. Name:

2. Permanent Address:

3. Telephone:

4. Year Degree Earned:

5. Degree Program:

6. Present Occupation:

7. Have you been employed in an occupation related to your degree since your graduation?
_____yes _____no

8. If yes, what occupation?

9. If no, what reason best describes why you have not been employed in an area related to your degree?

_____no jobs available
_____continued school
_____low pay
_____decided to pursue other interests
_____family responsibility
_____other (please explain)_____ _____
_____

PLEASE RATE THE FOLLOWING (circle the number)

	Good		Average		Poor
10. Occupational skills acquired at MCCC were.....	5	4	3	2	1
11. Theory in my field acquired at MCCC was.....	5	4	3	2	1
12. The blend of theory and occupational skills...	5	4	3	2	1
13. Career or job orientation offered at MCCC.....	5	4	3	2	1
14. Placement services offered after graduation...	5	4	3	2	1
	Relevant		Average		Not Relevant
15. The courses required in my major were generally	5	4	3	2	1
16. The courses required outside my major were...	5	4	3	2	1
	Too Advanced		Appropriate		Too Easy
17. The level of instruction in my program at ... MCCC was generally	5	4	3	2	1
	Helpful		Average		Inadequate
18. Academic advising and counseling services.... related to my degree were (If not used, please check here _____)	5	4	3	2	1

19. What suggestions do you have to offer which would improve the quality of the program from which you graduated?

    1.

    2.

    3.

    4.

20. Please provide us with any additional comments, questions, or suggestions about the Applied Sciences or about any other element at MCCC.

Please return this in the enclosed envelope by May 29, 1981 or sooner. Thank you for your help!!

RETURN TO:

G. Edward Hughes
Mississippi County Community College
P.O. Box 1109
Blytheville, AR 72315

APPENDIX B

SURVEY DATA

TABLE 1B

GRADUATES EMPLOYED IN JOBS RELATED TO THEIR DEGREE MAJOR

	Employed in Major	Not Employed in Major	Total Total
1977	2	0	2
1978	7	1	8
1979	15	2	17
1980	22	7	29
1981*	20	19	39
	66	29	95

* The high number of persons in the 1981 class reporting not finding employment is directly related to them completing the survey during graduation rehearsal. Therefore, many had little opportunity to find a job. Informal surveys and interviews with the 19 reveal that well over 60% found employment in their fields.

TABLE 2B

COMPARISON OF PERCENT OF GRADUATES

EMPLOYED IN JOBS RELATED TO THEIR DEGREE

	1979 Study	1981 Study	+ or -
Agriculture	100%	100%	0
Criminal Justice	50%	66%	+16%
Human Services	0%	75%	+75%
Industrial Technology	*	0%	0
Mid-Management	40%	30%	-10%
Nursing	90%	79%	-11%
Secretarial Science	60%	63%	- 3%
Solar Technology	*	80%	+80%
	71.7%	69.4%	-2.3%

TABLE 3B
PERCEPTIONS OF MCCC AGRICULTURAL GRADUATES
RELATED TO PROGRAM COMPONENTS

	Good	4	Average	2	Poor	
Occupational Skills	0	0	0	1	0	
Theory	0	0	1	0	0	
Theory & Practice Blended	0	0	0	1	0	
Career Orientation	0	1	0	0	0	
Placement Services	0	0	1	0	0	
	Relevant	4	Average	2	Not Relevant	
Major Courses	1	0	0	0	0	
General Education Courses	0	1	0	0	0	
	Too Advanced	4	Appropriate	2	Too Elementary	
Level of Instruction	0	0	1	1	0	
	Helpful	4	Average	2	Inadequate	Not Used
Academic Advising	0	1	0	0	0	1

TABLE 4B
PERCEPTIONS OF MCCC CRIMINAL JUSTICE GRADUATES
RELATED TO PROGRAM **COMPONENTS**

	Good	4	Average	2	Poor	
Occupational Skills	4	5	3	0	0	
Theory	6	5	1	0	0	
Theory & Practice Blended	3	8	4	0	0	
Career Orientation	4	3	3	0	1	
Placement Services	0	3	5	0	3	
	Relevant	4	**Average**	2	**Not Relevant**	
Major Courses	6	5	1	0	0	
General Education Courses	2	7	2	1	0	
	Too Advanced	4	**Appropriate**	2	**Too Elementary**	
Level of Instruction	0	4	8	0	0	
	Helpful	4	**Average**	2	**Inadequate**	**Not Used**
Academic Advising	3	5	2	0	1	1

TABLE 5B
PERCEPTIONS OF MCCC HUMAN SERVICES GRADUATES
RELATED TO PROGRAM COMPONENTS

	Good	4	Average	2	Poor	
Occupational Skills	1	2	1	0	0	
Theory	1	2	1	0	0	
Theory & Practice Blended	1	3	0	0	0	
Career Orientation	0	3	1	0	0	
Placement Services	0	1	1	0	1	
	Relevant	**4**	**Average**	**2**	**Not Relevant**	
Major Courses	1	2	1	0	0	
General Education Courses	0	0	2	1	1	
	Too Advanced	**4**	**Appropriate**	**2**	**Too Elementary**	
Level of Instruction	0	1	3	0	0	
	Helpful	**4**	**Average**	**2**	**Inadequate**	**Not Used**
Academic Advising	1	2	1	0	0	0

TABLE 6 B
PERCEPTIONS OF MCCC MID-MANAGEMENT GRADUATES
RELATED TO PROGRAM COMPONENTS

	Good	4	Average	2	Poor	
Occupational Skills	4	2	2	0	2	
Theory	5	7	1	1	1	
Theory & Practice Blended	3	3	1	2	1	
Career Orientation	1	2	4	0	1	
Placement Services	0	0	3	0	5	
	Relevant	**4**	**Average**	**2**	**Not Relevant**	
Major Courses	4	4	2	0	0	
General Education Courses	4	2	4	0	0	
	Too Advanced	**4**	**Appropriate**	**2**	**Too Elementary**	
Level of Instruction	1	2	5	1	1	
	Helpful	**4**	**Average**	**2**	**Inadequate**	**Not Used**
Academic Advising	3	0	2	0	2	3

TABLE 7B
PERCEPTIONS OF MCCC NURSING GRADUATES
RELATED TO PROGRAM COMPONENTS

	Good	4	Average	2	Poor	
Occupational Skills	16	12	18	0	0	
Theory	18	16	14	0	0	
Theory & Practice Blended	10	18	20	3	3	
Career Orientation	6	12	21	3	3	
Placement Services	4	1	20	21	8	
	Relevant	**4**	**Average**	**2**	**Not Relevant**	
Major Courses	18	15	15	0	0	
General Education Courses	4	12	30	0	1	
	Too Advanced	**4**	**Appropriate**	**2**	**Too Elementary**	
Level of Instruction	0	3	40	3	2	
	Helpful	**4**	**Average**	**2**	**Inadequate**	**Not Used**
Academic Advising	3	10	17	4	1	22

TABLE 8B
PERCEPTIONS OF MCCC INDUSTRIAL TECHNOLOGY GRADUATE
RELATED TO PROGRAM COMPONENTS

	Good	4	Average	2	Poor	
Occupational Skills	0	1	0	0	1	
Theory	0	1	1	0	0	
Theory & Practice Blended	0	1	1	0	0	
Career Orientation	0	1	0	1	0	
Placement Services	0	1	0	0	1	
	Relevant	**4**	**Average**	**2**	**Not Relevant**	
Major Courses	1	0	1	0	0	
General Education Courses	1	0	1	0	0	
	Too Advanced	**4**	**Appropriate**	**2**	**Too Elementary**	
Level of Instruction	0	1	1	0	0	
	Helpful	**4**	**Average**	**2**	**Inadequate**	**Not Used**
Academic Advising	0	1	1	0	0	0

TABLE 98
PERCEPTIONS OF MCCC SECRETARIAL SCIENCE GRADUATES
RELATED TO PROGRAM COMPONENTS

	Good	4	Average	2	Poor
Occupational Skills	7	1	3	0	0
Theory	7	2	3	0	0
Theory & Practice Blended	7	2	3	0	0
Career Orientation	4	4	1	1	1
Placement Services	1	1	3	2	3

	Relevant	4	Average	2	Not Relevant
Major Courses	7	2	3	0	0
General Education Courses	4	3	3	0	1

	Too Advanced	4	Appropriate	2	Too Elementary
Level of Instruction	1	1	10	0	0

	Helpful	4	Average	2	Inadequate	Not Used
Academic Advising	3	3	3	0	1	1

TABLE 10B
PERCEPTIONS OF MCCC SOLAR TECHNOLOGY GRADUATES
RELATED TO PROGRAM COMPONENTS

	Good	4	Average	2	Poor	
Occupational Skills	0	2	0	2	0	
Theory	1	2	2	0	0	
Theory & Practice Blended	0	1	2	1	0	
Career Orientation	0	1	2	1	0	
Placement Services	0	0	2	0	2	
	Relevant	**4**	**Average**	**2**	**Not Relevant**	
Major Courses	4	1	0	0	0	
General Education Courses	2	1	3	0	0	
	Too Advanced	**4**	**Appropriate**	**2**	**Too Elementary**	
Level of Instruction	0	0	3	1	1	
	Helpful	**4**	**Average**	**2**	**Inadequate**	**Not Used**
Academic Advising	2	2	0	0	0	1

TABLE 11B

AGRICULTURAL GRADUATES' EMPLOYMENT RECORD

	Employed in Major	Not Employed in Major
1978	0	0
1979	1	0
1980	0	0
1981	1	0
	2	0

TABLE 12B

GRADUATES' EMPLOYMENT RECORD: CRIMINAL JUSTICE

	Employed in Major	Not Employed in Major
1977	--	--
1978	0	1
1979	2	1
1980	3	0
1981	3	2
	8	4

(12)

TABLE 13B

GRADUATES' EMPLOYMENT RECORD: HUMAN SERVICES

	Employed in Major	Not Employed in Major	
1977	--	--	
1978	--	--	
1979	--	--	
1980	1	0	
1981	2	1	
	3	1	(4)

TABLE 14B

GRADUATES' EMPLOYMENT RECORD: INDUSTRIAL/MANUFACTURING TECHNOLOGY

	Employed in Major	Not Employed in Major	
1977	--	--	
1978	--	--	
1979	0	1	
1980	0	0	
1981	0	1	
	0	2	(2)

TABLE 15B

GRADUATES' EMPLOYMENT RECORD: MID-MANAGEMENT

	Employed in Major	Not Employed in Major	
1977	--	--	
1978	--	--	
1979	1	0	
1980	2	5	
1981	0	2	
	3	7	(10)

TABLE 16B

GRADUATES' EMPLOYMENT RECORD: NURSING

	Employed in Major	Not Employed in Major	
1977	1	0	
1978	7	0	
1979	8	0	
1980	13	0	
1981	10	9	
	39	9	(48)

TABLE 17B

GRADUATES' EMPLOYMENT RECORD: SECRETARIAL SCIENCE

	Employed in Major	Not Employed in Major	
1977	1	0	
1978	0	0	
1979	3	0	
1980	1	1	
1981	2	4	
	7	5	(12)

TABLE 18B

GRADUATES' EMPLOYMENT RECORD: SOLAR TECHNOLOGY

	Employed in Major	Not Employed in Major	
1977	--	--	
1978	--	--	
1979	--	--	
1980	2	1	
1981	2	0	
	4	1	(5)

APPENDIX C

COMMENTS

QUESTION #19

WHAT SUGGESTIONS DO YOU HAVE TO OFFER WHICH IMPROVE THE QUALITY OF THE PROGRAM FROM WHICH YOU GRADUATED?

BUSINESS ADMINISTRATION

1. More Practical Experience.
2. Courses made closely adhering to actual business practices.
3. Better Counselors.

CRIMINAL JUSTICE

1. Advisors should review transcript in order to ascertain which courses are needed to complete degree work. Many times I have gone into the advisor's office and had my courses "rubber-stamped" without having my transcript reviewed.
2. There should be more demonstrations of the whole criminal justice system in the United States.
3. Advance classes.
4. Simplefy the Instructions.
5. Simplefy the Test.
6. More Student, and Teacher Relationships.
7. More Group Studies
8. More career orientation.
9. More class on Juvenile Delenquents.
10. Improved career counseling (Dr. Wheeler was beginning to do this).
11. Addition of a few more courses dealing with occupational skills, if possible!
12. Addition of a course dealing with emergency medical situations.
13. Addition of a course dealith with stress and physical fitness.
14. Placing more people in jobs upon Graduation.

Question #19

MID-MANAGEMENT

1. More practical experience in work environment.
2. More participation with private industry.
3. More screening to match job and student.
4. Do things in class in which one would do on the job.
5. Have more guest speakers & former grads. who have been placed.
6. More trips to business' & places that are relevant.
7. More competent teachers in accounting.
8. Always strive to maintain the present quality of the entire staff, both academic and administrative.
9. Offer as much O.J.T. as possible.
10. I believe there should be advanced or self-paces classes for high achievers.
11. Job experience along with courses taken.
12. More help in locating a job after degree earned.
13. Someone to sponsor a student in Job stes.
14. Set a specific goal for after school.

NURSING

1. Better facilities - Which you already have gotten.
2. To hire instructors that speak better english.
3. Student nurse should spend some time in Doctors office, with school nurse & public health to get better Idea of different jobs available.
4. Extend to a 4-year program.
5. Offer BSN as well as ADN.
6. Post-graduate studies.
7. Degree in general studies, such as ASU.
8. Subjects taken more in Nursing field instead of technical information due to other subjects not needed as a nurse.
9. More reality brought in class, not only Book information. Students who have never been in a hospital environment before, needs to know the changes.
10. Better counseling services for nurses!
11. More workshops & seminar available in our field.
12. Continuance of State Board Review Class @ year.
13. More clinical experience.
14. More leadership-management courses.
15. More theory in all areas of nsg.
16. Increase in hours required for AD Applied Science-Nursing.
17. Needs more clinical experience in hospitals.
18. More clinical experience.
19. Using available facilities that are closer to home.
20. A more organized teaching program in psychiatric nursing.
21. A more strict dress code for nursing students, (white shoes, hair of collar, clean uniform).
22. Better teachers - I had the privilege of studying under a few excellent teachers. The others were poor.
23. I understand that changes have already been made.
24. At the time I attended college there, the psychiatric program left a lot to be desired. The 2 weeks at half-way house and 2 weeks work c̄ retarded children & 2 weeks c̄ deaf & mute children, were an absolute waste of time. The time

(continued)

Nursing, continued

should have been utilized working with psche patients at the hosp. (Adult mental cases). I have not yet worked c any kind of mentally handicapped patients except adults. If any nurse goes into the specialty field, of nursing psche children-additional training is always done by the hospital or institution itself. Furthemore, the teachers (of the above mentioned) have no time or talent to teach nurses, they are trained to teach these children.

25. A better selection of students.

26. Appropriate training of instructors: example - Mental illness and Pediatrics.

27. Wider range of Credit hours - Credit towards a higher degree.

28. Leadership in Primary Nursing or Quality or Assurance Control-specialized-areas.

29. Interpersonal relationships between Doctor-Nurse-Nurse-Patient.

30. More clinical.

31. More interrelationships between theory & reality.

32. More uniformity & adhesiveness to the nursing program.

33. More orientation to the hospital.

34. Less busy work such as bib cards.

35. Decide before the semester what is going on so we don't have changes all the time.

36. Films, lectures.

37. Don't make so many changes in the middle of the semester. (Get your act together). (Consistency.)

38. More clinical.

39. Less questionaires not given student by instructor.

40. Improve scheduling of academic & clinical.

41. More classroom instruction in charting.

42. Increased use of visual aids.

43. More contenuity between instructors and material being taught.

44. More consideration for the students who travel further than the students from Blytheville.

45. More hospital lab time with learning opportunities than just busy work.

(continued)

Nursing, continued

46. Staying with the policies set forth on academic probation from the program when grades are not up to par.

47. Many of the courses outside my major-needs a face-lift - The instructors did not even act interested! Improve the motivation of your Instructors and the students might be able to enjoy the classes!

48. Stronger contacts c other educational services, eg. hospital workshops community agency sponsored seminars.

49. Program needs specialty instructors, eg. clinical specialists to teach a class now & then.

50. More in depth exploration of pathophysicalogy red theory. (I often felt we skimmed or just mentioned items without adequate explanation.)

SECRETARIAL SCIENCE

1. More advanced shorthand & typing classes (Medical & Legal).

2. Indepth office machines class.

3. A Kelly-Girl program.

4. The jobs offered for Co-Op students should be for anyone & everyone who is in need of a job.

5. Experience while attending school would be very helpful in getting employment.

6. I had wished that some courses in my area had gone in greater detail -- Maybe a 1 year course, instead of 1 semester.

7. I have no suggestions - I would not have the job I have today without the skills that Mrs. Jones and Mrs. Fraser taught me. They were always helpful and I that its past so quickly.

8. I really have no suggestions for improvement, but I think it is very important that you maintain the personal attention and counseling that I received while I attended MCCC. The Secretarial Science degree program is very satisfactory. I received more than one job offer, because of the skills I obtained there.

Question #19

SOLAR TECHNOLOGY

1. More Hands on experience.
2. Better equipment.
3. More "hands on" experience for the student.
4. The student should be allowed to work constantly with the solar equipment on a daily basis.
5. Chris Benson taught the program on a graduate level, now this was OK, but we seemed to receive more of the theory than anything else. Therefore, how is a student supposed to work in this new field with only the theory concept!!
6. A beginning student should be told exactly what they need to take in order to receive a degree from MCCC and then be able to transfer those hours to a four year college.
7. More practicle application.
8. Better organization of classes.
9. The number of courses related strictly to solar shoud be expanded in order to allow more time for study & training relating to solar.
10. Job placement.
11. More work involving Solar.
12. More hands on experience in Labs.
13. Improve labs-make relevant to "real life" situations.
14. Set goals: RE: what the graduate will be capable of doing (upon graduation) organize classroom theory & lab to meet that goal.
15. Field trips to existing solar facilities. This years class went to one "expo-like" fair.
16. Increase the tempo, don't permit excitement to die untapped. Convey a sense of urgency and importance, an upbeat instead of a browbeaten mood.

QUESTION #20

PLEASE PROVIDE US WITH ANY ADDITIONAL COMMENTS, QUESTIONS, OR SUGGESTIONS ABOUT THE APPLIED SCIENCES OR ABOUT ANY OTHER ELEMENT AT MCCC.

BUSINESS ADMINISTRATION

1. After Mrs. Maisey left the counselors were inadequate.
2. Could offer a job placement service for grads.

CRIMINAL JUSTICE

1. When I was attending your school at night, I felt that I was left out of all school programs that was given to the day students. This is wrong. It may have change at this time if not it should be. All students should be given the chance to do all, if he wants too. Most of all he needs to have this information given to him.

2. I feel you have a fine program in Criminal Justice already and my comments aren't intended to be critical. I know that you are very limited and I think you do an exceptional job. I think that a large part of the problem in the Criminal Justice Field, especially Police work, is that the community and department leaders don't appreciate the importance of education in this field. I certainly hope that the college can continue to offer this program.

3. I Think the subject should be taught as they will be used in the dailey work. The school teaches one thing, and the supervisors tell you to do what you have learned another way. I think you have a wounderful college. And I don't know what I would have done about my Degree if it wasn't for the Wonderful people at MCCC. Please forgive me for tareing your Paper.

4. Why First Aid?

5. I feel that part-time instructors should be screened more carefully in the future, so as to insure a better quality of instruction. Office personnel should be more helpful and courteous instead of acting as if they are doing the student a favor by waiting on them. I have received a great amount of help from department heads concerning course problems. Over all I feel that course instruction has been very good.

MID-MANAGEMENT

1. I think MCCC was a good school to have attended. When the student in in Applied Science course he or she should know their will to have a chance to find or get work!

2. The quality of instructors at MCCC far exceeds the quality at my present college.

3. Everyone is very helpful and cordiel at MCCC. Instructors are genuinely interested in Students. I find there is an increasing number of older adults in the classes - especially housewives - who have had little contact with the business world & have difficulty understanding some principles & coping with school.

4. A community college should offer a firm base on which to build a higher degree or to lend competence in one's vocational choice and ability. MCCC has obtained a reputation for laying concrete slabs.

5. When I entered ASU at Jonesboro I found myself far behind the other students in my accounting courses. Although I made good grades at MCCC I realized I hadn't learned enough to put me at the level that the ASU classes taught. Also the classes were interupted often by students who only wanted to act "cute" by disruptions.

6. I think that maybe students do not know enough about Co-op, and what it can do. I think all students in the AA field should see the Co-op director.

7. Although I have been in the parts business for 25 years, the courses offered at MCCC gave new ideas and solutions to age-old problems. MCCC is to be highly recommended for the void being filled in this community.

8. I know this survey shows that I am not pleased with MCCC but really I was other than not being prepared to transfer to a 4 year college.

NURSING

1. At the time I attended MCCC the nursing program was very new and very unorganized. My hopes are that time has improved the nursing program.

2. I moved to another area right after graduation and worked until last month, when I moved back here. My knowledge upon graduation was much better than new graduates from programs in that area. I had very good instructors, especially Diana Sheldon, from whom I learned more practical experience & the ability to cope with some of the situations I later encountered.

3. I am very grateful, though, that the nursing program was available and that I was accepted into the school. Before I graduated my power at best was $11,000. I will start my second year of nursing at the VA this month and my earnings annual are $19,000 and with superb fringe benefits. I could not have possibly achieved this goal without your nursing program at MCCC. Thank you.

4. There are other courses which I shall take, but the times offered are not to my benefit-I must say I enjoy going to school, but sometimes your job comes first. I suggest courses offered in management, guidance, and leadership be offered to help Psychology majors-that is my goal.

5. More able to talk c instructors s being penalized in grades.

6. Less busy work.

7. The supportive courses need to be a little harder. They were so easy, it was almost a waste of time.

8. More clinical less outside at home busy work.

9. I have been very pleased with the education I received from the two year nursing program. It has helped me to increase my earning power & I receive much more job Satisfaction - I would encourage those who can to attend the 4 yr. nursing program - but when this is not practical I strongly recommend the MCCC nursing program. P.S. My daughter in law will be starting the nursing program this summer.

10. The Blytheville students get every consideration for the vans and station wagons while we who lived farther away and paid more tuition got absolutely nothing. They even had the credit card on occasions to put gas in their vehicles when they had to drive more than a mile I think is totally unfair. The only time we used the bus was when they did like when we made a field trip to Memphis. Also the way the program is set forth in the catalog and how your courses are actually set up are not in accord. It is hard to take any other courses other than nursing at the same time as the nursing course as we were required to be at the school so much more than what the course description calls for. I did learn in my program but there were a lot who did not have all the opportunities to learn practical skills in the hospital due to the emphasis on all the paperwork that had to be completed. It is really scary to think these people are going immediately into some supervisory positions and are not prepared to function adequately. Also one teacher taught one method of charting and the next instructor did not like that at all and we had to learn a different method. That is the lack of continuity of instruction.

Nursing, continued

11. Have you moved into the new building yet? I would like an update on the nursing program also. Thank you.

12. Keeping the same instructors would help.

13. The nursing program at MCCC provided me with a sound basic education. It prepared me for state boards and gave me the basic skills necessary for working in a clinical setting. Thanks!

14. Applied sciences was adequate - and well rounded for short course - was relevant to test given to obtain licenses.

15. Does MCCC offer any type of criteria for someone interested in taking courses to help obtain a BSN at another college -- re: basic courses required elsewhere? Thanks.

16. Will they someday soon continue the nursing progrm so that the AD graduates can continue education to BS degree?

17. I feel the chemistry course that is required for nursing students should be related more to nursing. Since I have been working as a R.N. I have not had to use anything that I was taught in Chemistry.

SECRETARIAL SCIENCE

1. I think MCCC is an excellent college. I benefited not only from an academic standpoint, but also from the personal attention and counseling of the teachers.

2. They are fantastic.

3. There are & will probably be in the future many students who have just graduated from high school or who just got married & have a family. These incoming MCCC students might desperately need a job to gain working experience and/or to support his/her family.

4. I would like to see a BS Degree offered at MCCC.

SOLAR TECHNOLOGY

1. My comments above are echoes of those made to Drs. Hughes and Carter, both of whom listened with concern and thoughtfulness - I'm confident that they understand the situation and are dealing with it competantly. I feel the responsibility of the student is to make known areas in the coursework that could stand improvement. In my case I'm satisfied the matter is in good hands. Feel free to call me if I can be of help.

2. Being from the first year class made our training and classes very hard to follow and comprehend as very little was available to us. However, talking to students in this class and last years classes, there has not been much improvement.

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